

## RAC School Improvement Plan Template Instructions

Template Version 4.3

Date of Version 3/26/15

**INSTRUCTIONS:** Please follow the steps below.

### Overall Guidelines

Green sheets require content to be entered.

Yellow boxes correspond to the step number

Click on the step number in green on the left of each step to go to the corresponding sheet. Or use your mouse to navigate across sheets at the bottom of the application.

Click on the purple button on the top of each sheet to return to this "Instructions" page.

Blue sheets are summary sheets that are programmed to self-populate.

**CAUTION:** To avoid errors with built in formulas and self-populating cells PLEASE DO NOT delete or rename tabs, or cut & paste.

### Steps to set-up the file

- 1 Rename the file RACREGION#\_CDS\_School Name.xls. Example RAC4\_000000001\_NJElementary.xls

### Steps to input the information

- 2 Go to sheet "Title." Select the school from the drop down menu.
- 3 Go to sheet "SIP Team". Identify the members of the School Improvement Plan committee. Follow the instructions on the sheet. Use the drop-down menu for multiple fields.
- 4 Go to sheet "SIP Team Meetings" to record the dates for all School Improvement Plan committee meetings.
- 5 Go to sheet "QSR Summary" to enter the results from the Quality School Review rubric. Follow the instructions on the sheet
- 6 Go to sheet "Data Analysis." Follow the instructions on the sheet. Think through the following questions in completing the data analysis.
  - . What does this metric tell you?
  - . What questions arise from these data?
  - . What other forms of data would you like to review?
  - . What is the impact on achievement?
  - . What trends emerge?
- 7 Go to sheet "Root Cause Analysis." Follow the instructions on the sheet.
- 8.i Go to sheet "SMART Goal (1)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells
- 8.ii Go to sheet "SMART Goal (2)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells
- 8.iii Go to sheet "SMART Goal (3)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells
- 8.iv Go to sheet "SMART Goal (4)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells

### Review output and check quality of information

- 9 Review sheet "Budget Summary." Ensure that budget types and sources correspond to entries on intervention strategies.
- 10 Go to sheet "Confirmation." Follow the instructions on the sheet.
- 11 Select upper left icon, then "print". Select "Print entire workbook" on bottom left of print pop up.
- 12 Review pages and correct any sheet as necessary.

## Willingboro SIP (Hathaway).xlsx - Instructions

**13** Submit file to RAC staff.

**Modifying Cells to Display Text/Adjusting Row Height**

Select the cell you would like to modify. Next, click on "Home" tab. Then, under "Format," select "Autofit Row Height." The full text for the selected cell should then be visible.

*For questions, please contact the RAC staff in your region, or email [RAC@doe.state.nj.us](mailto:RAC@doe.state.nj.us).*



<b>School:</b>	<b>2 Willingboro High</b>
<b>Region:</b>	6
<b>County:</b>	Burlington
<b>District:</b>	Willingboro Twp
<b>CDS:</b>	055805053
<b>RAC Classification:</b>	Focus
<b>Rationale:</b>	Lowest Grad Rate

School Improvement Plan Committee Members

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A school improvement plan committee must be developed in order to organize and oversee the Quality School Review process and lead the development of the School Improvement Plan. The purpose of this SIP committee is to ensure that the school improvement plan addresses student achievement needs, to monitor the implementation of the plan, and to revise the plan, when appropriate.

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Select committee members to develop the School Improvement Plan. The committee should include a diverse set of members including school leaders and staff members, district leaders, parents/guardians, as well as RAC staff

Please Note:  
Identify the stakeholders who participated in the needs assessment and/or development of the plan.  
Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures

				Please insert an "X" to indicate participation in:			
Position	Name	Email	Phone Number	Quality School Review (QSR) / Needs Assessment	Development of SMART Goals & Intervention Strategies	Signature	Date
Principal	Kimberly Ash	kash@wboe.net	609-835-8800	x	x		
Academic Dean	Patrice Clark	pclark@wboe.net	609-835-8800	x	x		
Culture Climate Specialist	Nicole Hall	nicole.hall@wboe.net	609-835-8800	x	x		
Assistant Principal	Theresa Hipplewith	thipplewith@wboe.net	609-835-8800	x	x		
Assistant Principal	Chrystal Walker	cwalker@wboe.net	609-835-8800	x	x		
Assistant Principal	Harold Hill	hhill@wboe.net	609-835-8800	x	x		
Department Chair	Leslie Puente-Ervin	lpuente-ervin@wboe.net	609-835-8800	x	x		
Department Chair	L. Voruganti	lvoruganti@wboe.net	609-835-8800		x		
Teacher-SE	Richard Brown	rbrown@wboe.net	609-835-8800	x	x		
Family Liaison	Marchelle Coleman	mcoleman@wboe.net	609-835-8800		x		
Counselor	Kathy Bosman	kbosman@wboe.net	609-835-8800	x	x		
Parent	Nancy Craver		609-440-6041				

# QSR and Intervention Strategy Development Process

A school improvement plan committee must be developed in order to organize and oversee the Quality School Review process and lead the development of the School Improvement Plan. The purpose of this SIP committee is to ensure that the school improvement plan addresses student achievement needs, to monitor the implementation of the plan, and to revise the plan, when appropriate.

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List the dates of the meetings when the Stakeholder/SIP Committee discussed the QSR and SIP development.

[illegible]

## Quality School Review Details

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Refer to the language from the QSR Rubric to fill in the Overall Strengths and Areas of Improvement Summary sections.

Use the link below to access the QSR rubric from the DOE website:

<http://www.state.nj.us/education/rac/pres/QSRRubric.pdf>

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Use the language from the QSR rubric to enter the summary of findings aligned to each indicator based on data and/or observations. Click on the Indicator # for the description.

Please use the drop-down menu for the Rating column. Rating scores below proficient will appear in red or yellow. Please be sure to address these areas in your plan.

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1.1	2 - Developing	The mission and vision include a focus on student academic excellence. The principal continuously articulates and inspires the school community.	Instructional leaders will use data to develop a coherent vision and strategies for success. Utilize walk-through and observation data to drive professional development. Benchmarks are developed but not monitored for data analysis.
	1.2	2 - Developing		
	1.3	2 - Developing		
	1.4	3 - Proficient		
	1.5	2 - Developing		
	1.6	2 - Developing		
	1.7	3 - Proficient		
	1.8	3 - Proficient		
	1.9	3 - Proficient		
	1.10	2 - Developing		
2 - School Climate & Culture	2.1	2 - Developing	Students and adults feel safe and ready to engage in teaching and learning; the facility is clean and in good working order. However, teachers feel the need more support in dealing with the overall low level classroom disruptions.	The school community will support a safe, orderly and equitable learning environment by developing a plan that includes goals and data analysis. The data will be reviewed monthly and shared with all stakeholders. We will monitor to ensure teachers will implement the behavior policies consistently.
	2.2	2 - Developing		
	2.3	2 - Developing		
3 - Effective Instruction	3.1	2 - Developing	Teachers post learning objectives and review them with students on a daily basis. Administrators allocate and adapt instructional supports based on data from their administrative walk-thoughts. Academic progress is monitored through discussions of student data with the leadership team.	Lesson objectives are not consistently aligned to the standards-based curriculum. Incorporate more data review during faculty meetings. Increase rigor aligned to the common core state standards.
	3.2	2 - Developing		
	3.3	2 - Developing		
	3.4	2 - Developing		
	3.5	2 - Developing		
	3.6	2 - Developing		
4 - Curriculum, Assessment and	4.1	2 - Developing	Instructional materials & resources are aligned to proposed curriculum.	High school instructional leaders will develop formative assessments in math to gauge student progress and provide meaning data that creates classroom data to ensure CCSS aligned curriculum is taught. Algebra and

## Willingboro SIP (Hathaway).xlsx - QSR Summary

Intervention System	4.2	2 - Developing		Geometry will be aligned to CCSS assessments to develop CCSS based assessments that do not rely on the current text. Benchmark data such as MAP scores will be used determine instructional needs and target remediation.
	4.3	2 - Developing		
	4.4	3 - Proficient		
	4.5	2 - Developing		
5- Effective Staffing Practices	5.1	3 - Proficient	The school leadership uses evaluations to ensure compliance with instructional expectations and regularly provides feedback aligned with that evaluation. Teachers consistently receive constructive feedback, support and follow-up to ensure instructional improvement.	Staff vacancies persist throughout the year.
	5.2	3 - Proficient		
	5.3	3 - Proficient		
	5.4	4 - Well Developed		
	5.5	3 - Proficient		
6 - Enabling the Effective Use of Data	6.1	3 - Proficient	Climate and culture surveys are given to all stakeholders. Leader walk-thorughs are scheduled and mostly adhered to focusing on general best practices for teachers.	Teachers do not access data in a user-friendly formats to inform instruction. Systems are not in place that enable staff to review and analyze on demand data. Data management system is needed.
	6.2	2 - Developing		
	6.3	3 - Proficient		
7- Effective Use of Time	7.1	3 - Proficient	The school schedule allows for credit recovery that does not interrupt core content time. The master scheduled was distributed to teachers and students prior to the first day of school. Students were enrolled in level appropriate classes. Teachers have planning time for PLC and grade level meetings.	There is not a developed calendar of events for staff professional development. Instructional time for interventions does not account for research-based practices.
	7.2	2 - Developing		
	7.3	3 - Proficient		

## Willingboro SIP (Hathaway).xlsx - QSR Summary

8- Family & Community Engagement	8.1	2 - Developing	During the school year the leadership team hosted one successful parent night to address parent concerns and the PARCC test. Parents completed surveys regarding the climate and culture of the school. Parents were also provided with a financial aid night. School leaders identified and cultivated relationships with various community partners.	Increase the number of parent workshops that help students with college and career ready skills. Incorporate, analyze and share family surveys throughout the school year. Individual staff members need to reach out to parents and guardians to engage them in the academic progress of their students.
	8.2	3 - Proficient		

## Data Review & Analysis 6

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For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis:

. What questions arise from these data?

. What trends emerge?

. What is the impact on achievement?

. What does this metric tell you?

. What other forms of data would you like to review?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
<b>ESEA Waiver Progress Targets / Achievement</b>					
Schoolwide Performance Targets [Priority & Focus Schools]	Annual schoolwide proficiency targets in ELA and Math for 2013-2014 year, established under ESEA waiver	[Please enter your school-wide 2013-2014 targets.]	<a href="#">School Accountability Progress Targets</a>	2013-2014 Language Arts target was 77.1% Met goal at 78.8% Mathematics target was 56. 6% Met the goal by a confidence interval of 52.1%	Met the goal by a confidence interval of 52.1% Students with disabilities target was 32.9% Did not me the goal 6.3% Economically disadvantaged target was 55.7 Met goal by a confidence interval of 49.6
Subgroup Performance Targets [Focus schools]	Annual proficiency targets for the two lowest performing subgroups in ELA and Math for 2013-2014 year, established under ESEA waiver	[Please enter your two lowest performing subgroup 2013-2014 targets.]	<a href="#">School Accountability Progress Targets</a>	Language Arts Students with disabilities target was 34.7% Met the goal by a confidence interval of 31.3% Economically disadvantaged target was 73.2% Met goal at 78.1% Mathematics Students with disabilities target was 32.9% Did not me the goal 6.3% Economically disadvantaged target was 55.7 Met goal by a confidence interval of 49.6	Met the goal by a confidence interval of 52.1% Language Arts Students with disabilities target was 34.7% Met the goal by a confidence interval of 31.3% Economically disadvantaged target was 73.2%
Benchmark assessment (Participation)	Participation rates from 2014-2015 end of unit assessments	<ul style="list-style-type: none"> <li>Identify overall rate</li> <li>Identify patterns by grade/department</li> <li>Identify patterns by teacher</li> <li>Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, &amp; ELL)</li> </ul>	edConnect; Data management system	Does not participate in state benchmark exams.	Does not participate in state benchmark exams.

## Willingboro SIP (Hathaway).xlsx - Data Analysis

Benchmark Assessment (Proficiency)	Student performance on 2014-2015 end of unit assessments	<ul style="list-style-type: none"> <li>Identify patterns by grade/subject/department</li> <li>Identify patterns by teacher</li> <li>Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, &amp; ELL)</li> <li>Identify change over time</li> <li>Identify patterns by chronic absenteeism</li> <li>Identify patterns by students with chronic disciplinary infractions</li> </ul>	edConnect; Data management system	Does not participate in state benchmark exams.	Does not participate in state benchmark exams.
NJASK/HSPA	Student performance on 2013-2014 state assessments	<ul style="list-style-type: none"> <li>Identify overall rate</li> <li>Identify patterns by grade/department/subject</li> <li>Identify patterns by teacher</li> <li>Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, &amp; ELL);</li> <li>Identify patterns by chronic absenteeism</li> <li>Identify patterns by students with chronic disciplinary infractions</li> </ul>	Title I Accountability Data System	2013-2014 Language Arts target was 77.1% Met goal at 78.8% Mathematics target was 56.6%	Students score below the state average in mathematics. Students score above the state average in Language Arts. Met the goal by a confidence interval of 52.1% Language Arts Students with disabilities target was 34.7% Met the goal by a confidence interval of 31.3% Economically disadvantaged target was 73.2% Met goal at 78.1% Mathematics Students with disabilities target was 32.9% Did not meet the goal 6.3% Economically disadvantaged target was 55.7 Met goal by a confidence interval of 49.6
SGP	Student growth on state assessments (2013-2014) grades 4-8	<ul style="list-style-type: none"> <li>Identify overall schoolwide growth performance by content</li> <li>Identify interaction between student proficiency level on the NJ ASK and student growth scores</li> </ul>	<a href="#">School Performance Reports</a>	High school does not meet SGP requirements.	High school does not meet SGP requirements.
ACCESS for ELLs	Student performance of English Language Learners on English language proficiency (2013-2014) grades K-12	<ul style="list-style-type: none"> <li>Identify overall rate</li> <li>Identify patterns by grade level</li> </ul>	AMAO Data Report	No data available	No data available
Environmental					

## Willingboro SIP (Hathaway).xlsx - Data Analysis

Enrollment	Number of students enrolled in your building	<ul style="list-style-type: none"> <li>Identify overall enrollment and trends</li> <li>Identify enrollment by grade and subgroup</li> </ul>	District SIS	As of April 1, 2015 School wide enrollment =799 Grade 9= 191 Grade 10= 225 Grade 11= 186 Grade 12= 197	Overall enrollment has been declining recent years. Student are attending the county vocational school for their high school education.
Attendance rate (Student)	The average daily attendance for students in your building	<ul style="list-style-type: none"> <li>Identify overall rate</li> <li>Identify patterns by grade</li> <li>Identify patterns by teacher</li> <li>Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, &amp; ELL)</li> <li>Identify chronic absenteeism</li> <li>Identify interventions</li> </ul>	District SIS	As of February 1, 2015 Overall Rate= 87.9%	Student attendance consistently drops during the 4th quarter for the 2nd year consecutive year. District attendance policy has not made significant improvements during this time frame.
Attendance (Staff)	The average daily attendance for staff	<ul style="list-style-type: none"> <li>Identify overall rate</li> <li>Identify patterns by grade /department</li> <li>Identify chronic absenteeism</li> <li>Identify reasons for absenteeism</li> </ul>	Personnel system; Professional development schedule	As of February 1, 2015 Overall Rate= 93.9%	Staff attendance had a drastic decrease during and after PARCC testing periods. April-June
Discipline	The number of suspensions, expulsions, and incident reports	<ul style="list-style-type: none"> <li>Identify overall rate</li> <li>Identify types of incidents</li> <li>Identify patterns by grade</li> <li>Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, &amp; ELL)</li> <li>Identify chronic offenders</li> </ul>	District SIS; School behavior management reports	Suspensions by Quarter: Q1:38; Q2:87; Q3:91;Q4: 113 Expulsions for the 2014-2015 SY: 0	Based on a review of the infractions recorded teachers require professional development in Classroom Management. In order to decrease the number of suspensions and occurrences of behaviors that cause a major school and/or classroom disruption, the Culture and Climate Specialist will train the staff on the school's Disciplinary: Best Practices: 1) Setting Goals and implementing classroom and schoolwide rituals and routines; Implementing/Utilizing Classroom Interventions; and Producing School/Home communication logs.
Graduation Cohort Analysis	Identifies the students in each cohort who are on track to graduate (HS only)	<ul style="list-style-type: none"> <li>Identify overall projected graduation rate</li> <li>Identify students who have dropped out</li> <li>Identify students with credit deficiencies</li> <li>Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, &amp; ELL)</li> <li>Identify interventions</li> </ul>	NJ SMART, District SIS	Projected graduation rate for 2014-2015 is 79% Njsmart is showing 11 drop-outs for sy 14-15 Currently have 7 students with credit deficiencies We implements ALKES math remediation proram for students with math deficiencies.	Graduation rate impacted by improper coding of transferred student, high mobility rate of students and improper monitoring of student performances and credit status. Increased rigor and student engagement necessary to assure that student who are on track continuing are prepared for state assessments and can complete the required coursework for graduation.

## Willingboro SIP (Hathaway).xlsx - Data Analysis

Culture and Climate Survey	Results from survey(s)	<ul style="list-style-type: none"> <li>Identify staff satisfaction</li> <li>Identify perception of environment</li> <li>Identify perception of support</li> <li>Identify perception of students behavior</li> <li>Identify perception of adult culture</li> </ul>	NJSCS reports; PBSIS; Other survey tools	Survey indicate that students perceive the school as unsafe, indicating concerns of violence and bullying. Adults indicate that there is not enough done to discipline the students.	Partnerships with grant based program provides peer mediations and consulting for students. Major incidents (fights) usually occur after students have had altercations within the community. Social media is a factor to planning the escalation of physical altercations within the school
<b>Instruction</b>					
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument	<ul style="list-style-type: none"> <li>Identify observation ratings across school</li> <li>Identify observation ratings by grade/subject/subgroup</li> <li>Identify areas for feedback and professional development</li> <li>Identify instructional trends</li> <li>Percentage of teachers on CAP during 2014-2015</li> </ul>	School-level evaluation reports	Observation data collected indicate low levels of student engagement. Students are often off task and unaware of what and why they are doing a particular activity. Objectives are not clear to learners and rigor is often less than grade appropriate. Instructors consistently demonstrate a high degree of content knowledge.	Intensify focus and monitoring of teacher created objectives. Provide intervention resources for teachers who feel that rigor must be lower because students do not come forward with mastery of sufficient prior knowledge. Provide relevant PD to teachers to improve student engagement. Focus on improving student outcomes by engaging the affective domain and provide structured framework for lesson planning and formulation of student friendly objectives.
<b>Other Indicators</b>					
Analysis of Key Interventions Implemented from 2013 - 2014 and Current Year	Content Area or Population Addressed	Documentation of Effectiveness	Effectiveness	Measurable outcomes	Description of the Strengths and Challenges

Willingboro SIP (Hathaway).xlsx - Data Analysis


## Root Cause Analysis

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Modifying Cells to Display Text  
Select the cell you would like to modify. Next, click on "Home" tab. Then, under "Format," select "Autofit Row Height." The full text for the selected cell should then be visible.

Enter additional detail on issue highlighted as a high priority need identified through the QSR process and data analysis.

Areas of Focus for SMART Goals	Performance Challenge	Possible Root Causes (Based upon the QSR and data analysis, what factors are most likely to have contributed to this challenge?)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	Turnaround Principle Addressed
ELA & Literacy (TP3, TP4) (includes Social Studies & Science)	Only 77% of students scored proficient on the first administration of the HSPA.	1. Lack of CCSS alignment between curriculum and assessments. 2. Data is not collected and interpreted in a timely manner. 3. New administration team 4. Teachers lack usage of data driven instruction	1: Adopt or write a curr in grades 9 aligned to ccss and align assessments	4 - Curriculum, Assessment & Intervention System
			2: Adopt a researched based instructional framework /strategies and monitor implementation	3 - Effective Instruction
			3: Structure common planning meetings to analyze multiple forms of data , differentiate instruction to improve student acheivement.	7 - Effective Use of Time
Math (TP3, TP4)	Students showed a decrease in scores on benchmarks throughout the year.	1. Lack of CCSS alignment between curriculum and assessments. 2. Data is not collected in a timely manner, analyzed and regularly distributed to the teachers via PLCs in a systemic manner. 3. Constant administration turnover. 4. Teachers don't use data driven instruction. 5. Curriculum does not adhere to a sequential coherent instruction (teahcers are all in differnet places) and there is a lack of instructional framework followed by teacher; lessons are not written effectively with the time provided. 6. There are no interventions for the students that are two or more years behind in ELA.	1: Increase the number of invervations and researched based strategies used in mathematics classes.	3 - Effective Instruction
			2: Increase the use of data to inform instruction and align assessments.	6 - Enabling the Effective Use of Data
			3: Develop/adopt standardized curriculm based on the common core standards.	4 - Curriculum, Assessment & Intervention System
Climate & Culture (TP2)	Provide a safe and orderly enviornment; and increase the number of behavioral interventions for level I and II Offences.	Provide a safe and ordely enviornment, and decrease level 3 and 4 offences.	1: Implement and track a progressive discipline plan.	2 - School Climate & Culture
			2: Increase the partnership with the MVP (Making Visions Possible) program to help students modify their behavior.	2 - School Climate & Culture
			3: Provide incentives and increase the amount of recognition and college career readiness programs for students and teachers to increase the morale, climate and culture of the school.	1 - School Leadership

## Willingboro SIP (Hathaway).xlsx - Root Cause Analysis

<b>Graduation Rate</b>	Increase the graduation rate resulting in a graduation rate of 79%.	1. The schoolwide graduation rate missed their performance targets for the 13-14 school year. 2. School is failing in all aspects of the college and career readiness indicators (SAT Courses). 3. Lack of student motivation to successfully complete required courses.	1:	Monitor students via njsmart and school tracking system.	6 - Enabling the Effective Use of Data
			2:	Inform stakeholders about the data, include more interventions for at risk students.	7 - Effective Use of Time
			3:	Team, committee, department, and PLC meetings will be regularly scheduled to analyze data and plan for instructional improvement.	1 - School Leadership

# Willingboro SIP (Hathaway).xlsx - SMART Goal (1)

## SMART Goal 1



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Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date. It is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!

<b>SMART Goal</b> <b>Specific/Strategic - Who? What?</b> <b>Measurable - %, How?</b> <b>Attainable - Reasonable?</b> <b>Relevant - Why?</b> <b>Timed - When?</b>	During the 2015 - 2016 school year, all students will be assessed at least three times and increase the proficiency level on the ELA benchmark writing assessments by at least 10% at each interim goal; using the first assessment as baseline data.	<b>Do not base goals on data that will be available after June 30, 2016.</b>	
<b>Performance Challenge Being Addressed</b>	Only 77% of students scored proficient on the first administration of the HSPA.		<b>Turnaround Principle Addressed</b>
<b>Strategies to Address Challenge</b>	1: Adopt or write a curr in grades 9 aligned to ccss and align assessments		4 - Curriculum, Assessment & Intervention System
2: Adopt a researched based instructional framework /strategies and monitor implementation	3 - Effective Instruction		
3: Structure common planning meetings to analyze multiple forms of data , differentiate instruction to improve student achievement.	7 - Effective Use of Time		
<b>Target population</b> <b>[Focus school subgroups only]</b>	<b>All students</b>		

To sort action steps by start date: Highlight the cells in the start date column, right click and select sort, oldest to newest. Note: if you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	100% of students will be administered a baseline common assessment to identify at-risk students in need of intervention.	Graded Writing Samples	
EOC2	Given the baseline data there will be a 10% increase towards the goal of 77%.	Graded Writing Samples	
EOC3	Given the baseline data there will be a 10% increase towards the goal of 77%.	Graded Writing Samples	
EOC4	Given the baseline data there will be a 10% increase towards the goal of 77%.	Graded Writing Samples	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	2	One writing sample (10 total for semester) in English weekly due on a bi-weekly basis to the department chair.	6 - Enabling the Effective Use of Data	9/1/2015	6/30/2016	Dept. Chair & Admin
2	2	Design a research project format that encompasses the entire school.	6 - Enabling the Effective Use of Data	10/1/2015	6/30/2016	Dept Chair, teachers, Admin
3	1	Form a curriculum committee that meets twice a month to refine and revise a school based curriculum rthat includes interventions and assessments to board of education.	4 - Curriculum, Assessment & Intervention System	10/1/2015	2/28/2016	Admin
4	3	Student assessment and achievement data will be analyzed to inform instruction, target interventions, and maximize student learning.	7 - Effective Use of Time	10/1/2015	6/30/2016	Admin. Data Specialist, teachers
5	3	Administration will ensure that CCSS aligned curriculum is being taught in all subject areas via formal and informal walkthroughs and a systematic schedule of walkthroughs and swift feedback.	1 - School Leadership	9/1/2015	6/30/2016	Admin

## Willingboro SIP (Hathaway).xlsx - SMART Goal (1)

[illegible][illegible]

# Willingboro SIP (Hathaway).xlsx - SMART Goal (2)

## SMART Goal 2

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Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date. It is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!

<b>SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?</b>	During the 2015 - 2016 school year, all students will be assessed at least three times and increase the proficiency level on the Mathematics benchmark exams by at least 10% at each interim goal; using the first assessment as baseline data.	
<b>Performance Challenge Being Addressed</b>	Students showed a decrease in scores on benchmarks through	
<b>Strategies to Address Challenge</b>	1: Increase the number of interventions and researched based strategies used in mathematics classes.	Turnaround Principle Addressed
	2: Increase the use of data to inform instruction and align assessments.	3 - Effective Instruction
	3: Develop/adopt standardized curriculum based on the common core standards.	6 - Enabling the Effective Use of Data
	4 - Curriculum, Assessment & Intervention System	
<b>Target population [Focus school subgroups only]</b>	All Students	

**Do not base goals on data that will be available after June 30, 2016.**

To sort action steps by start date: Highlight the cells in the start date column, right click and select sort, oldest to newest. Note: if you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	100% of students will be administered a pre-assessment to identify at-risk students in need of intervention, in order to achieve the performance targets for all.	Data collected from the math common assessments.	
EOC2	Given baseline data, increase the Math proficiency level, on the first common assessment, by 10% in order to achieve the performance targets for all.	Data collected from the math common assessments.	
EOC3	Given baseline data, increase the Math proficiency level, on the second common assessment, by 10% in order to achieve the performance targets for all.	Data collected from the math common assessments.	
EOC4	Given baseline data, increase the Math proficiency level, on the third common assessment, by 10% in order to achieve the performance targets for all.	Data collected from the math common assessments.	
EOC5	During the 2015 - 2016 school year, all students will be assessed at least three times and increase the proficiency level on the Mathematics benchmark exams by at least 10% at each interim goal; using the first assessment as baseline data.	Data collected from the math common assessments.	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Student assessment and achievement data will be analyzed to inform instruction, target interventions, and maximize student learning weekly.	4 - Curriculum, Assessment & Intervention System	9/1/2015	6/30/2016	Assistant Principal
2	1	Use data from the 8th grade unit assessment data to inform us which classes 9th grade students should be placed in.	4 - Curriculum, Assessment & Intervention System	7/1/2015	10/30/2015	Assistant Principal, Data Specialist
3	3	Administration will ensure that CCSS aligned curriculum is begin taught in all subject areas via formal and informal walkthroughs and a systematic schedule of walkthroughs and swift feedback.	1 - School Leadership	9/1/2015	6/30/2016	Principal, Assistant Principals
4	2	Monitor and analyze common assessment data to inform instructional practices common assessment.	1 - School Leadership	7/1/2015	6/30/2016	Data Specialist, Department Chair
5	3	Align Algebra I to CCSS standards.	3 - Effective Instruction	8/1/2015	12/30/2015	Assistant Principal, Department Chair, Principal
6	2	Professional Development will focus on Domain 3c; Engaging Students and 3d: Questioning and Discussion Techniques as determined to be areas in need of improvement from data review.	3 - Effective Instruction	10/15/2015	5/15/2016	Assistant Principal, Department Chair
7	1	Offer Alegria II course full year for students that scored 74% or lower in their math 8 selection course.	3 - Effective Instruction	7/1/2015	6/30/2016	Assitant Principal

## Willingboro SIP (Hathaway).xlsx - SMART Goal (2)

8	1	Teachers will identify struggling students in order to provide remediation through course-specific tutoring to remediate or enrichment in math. During tutoring hours the computer lab will be available for students use.	4 - Curriculum, Assessment & Intervention System	7/1/2015	6/30/2016	Teachers
9	1	Implement ongoing vertical articulation meetings with the middle school to close the achievement gap between high school and middle school students.	1 - School Leadership	7/1/2015	6/30/2016	Assitant Principal, Department Chair
10	1	Administer a pre-assessment exam to help drive differentiated instruction.	3 - Effective Instruction	9/1/2015	10/30/2015	Teachers
11	1	Incorporate math supplemental program for all Algebra 1 students in a full year course.	4 - Curriculum, Assessment & Intervention System	9/1/2015	6/30/2016	Assitant Principal
12	1	Teachers will identify struggling students in order to provide remediation through course-specific tutoring to remediate or enrichment in math. During tutoring hours the computer lab will be available for students use.	3 - Effective Instruction	7/1/2015	6/30/2016	Teachers
13	1	Offer college level remediation course for juniors and seniors	3 - Effective Instruction	9/1/2015	6/30/2016	Assistant Principal , Department Chair
14	3	During SY 15-16 algebra I will align assessments to CCSS standards .	4 - Curriculum, Assessment & Intervention System	9/1/2015	6/30/2016	Assistant Principal , Department Chair
15	2	Professional Development will be provided through Professional Development , webinars, DCs, and the PDS	3 - Effective Instruction	10/15/2015	5/15/2016	Assistant Principal , Department Chair
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Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
1	Math online remediation program	SUPPORT SERVICES - Other Purchased Services	\$ 10,000.00	Federal Title I
2	Math Tutors	SUPPORT SERVICES - Personnel Services - Salaries	\$ 4,000.00	Federal Title I
3	PD for reaching teachers in the affective domain	SUPPORT SERVICES - Purchased Professional & Technical Services	\$ 20,000.00	Federal Title I
6	Administrative PD admini: supporting teachers with writing relevant plans to produce meaningful objectives and outcomes	INSTRUCTION - Purchased Professional & Technical Services	\$ 10,000.00	Federal Title I

# Willingboro SIP (Hathaway).xlsx - SMART Goal (3)

## SMART Goal 3



RETURN TO INSTRUCTIONS

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date. It is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!

<b>SMART Goal</b> <b>Specific/Strategic - Who? What?</b> <b>Measurable - %, How?</b> <b>Attainable - Reasonable?</b> <b>Relevant - Why?</b> <b>Timed - When?</b>	WHS will reduce the amount of suspensions by 10% in the 2015-2016 school year.	<i>Do not base goals on data that will be available after June 30, 2016.</i>	
<b>Performance Challenge Being Addressed</b>			
<b>Strategies to Address Challenge</b>	Provide a safe and orderly environment; and increase the number of behavioral 1: Implement and track a progressive discipline plan.		<b>Turnaround Principle Addressed</b>
2: Increase the partnership with the MVP (Making Visions Possible) program to help students modify their behavior. 3: Provide incentives and increase the amount of recognition and college career readiness programs for students and teachers to increase the morale, climate and culture of the school.	2 - School Climate & Culture		
1 - School Leadership			
<b>Target population</b> <b>[Focus school subgroups only]</b>	<b>All Students</b>		

To sort action steps by start date:  
Highlight the cells in the start date column, right click and select sort, oldest to newest.  
Note: If you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	Reduce the monthly average incident rate (referrals) by 10% from the 2015-2016 school year. Create a data system to track referrals.	Climate and culture specialist will track the amount of referrals sent to administration	
EOC2	Reduce the average incident rate (suspensions) by 5% from the previous cycle.	Climate and culture specialist will track the amount of referrals sent to administration	
EOC3	Reduce the average incident rate (suspensions) by 5% from the previous cycle.	Climate and culture specialist will track the amount of referrals sent to administration	
EOC4	Overall 5% reduction in out of school suspensions	Climate and culture specialist will track the amount of referrals sent to administration	
EOC5	Overall 5% reduction in out of school suspensions	Climate and culture specialist will track the amount of referrals sent to administration	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Create a team to respond to discipline.	1 - School Leadership	9/1/2015	6/30/2016	Culture and Climate Specialist, Admin
2	1	Collect, Analyze, and Post the results of the Parent climate surveys. Increase the number of parents participating in the climate survey by sending home flyers, making the parent center accessible to parents. Posting the survey online.	2 - School Climate & Culture	9/1/2015	5/31/2016	Culture and Climate Specialist, Admin
3	1	Collect, Analyze, and Post the results of the Student and Staff climate surveys. Students will take the survey during the school day in order to reach as much of our population as possible. A goal of 100% of staff members taking the survey is continued.	8 - Family Engagement	9/1/2015	6/30/2016	Culture and Climate Specialist, Admin

## Willingboro SIP (Hathaway).xlsx - SMART Goal (3)

4	3	Increase the student recognition from quarterly to monthly by providing incentives to increase the morale, climate, and culture of the school.	2 - School Climate & Culture	10/1/2015	6/30/2016	Culture and Climate Specialist, Admin
5	3	Provide incentives and increase the amount of recognition programs for teachers to increase the morale, climate, and culture of the school .	2 - School Climate & Culture	10/1/2015	6/30/2016	Culture and Climate Specialist, Admin
6	1	Parent newsletter to inform parents of current attendance rate, disciplinary rate, scholarship information, current college acceptances, and upcoming school functions.	6 - Enabling the Effective Use of Data	11/2/2015	6/30/2016	Culture and Climate Specialist, Admin
7	1	Monthly meetings with the discipline committee to review data on suspensions and detentions.	6 - Enabling the Effective Use of Data	10/1/2015	6/30/2016	Culture and Climate Specialist, Admin
8	1	Implement a daily swiping system for school attendance, the nurse's station, the media center, and guidance to track and monitor student truancy, cutting, and positive attendance trends.	2 - School Climate & Culture	9/1/2015	6/30/2016	Culture and Climate Specialist, Admin
9	1	Conduct one parent workshop and/or program per quarter.	8 - Family Engagement	10/1/2015	5/31/2016	Culture and Climate Specialist, Admin
10	1	Struture the ISS program to assist in redirecting negative student behavior and offering it as an alternative to OSS for students who have very few infractions or for first time high level offenses.	2 - School Climate & Culture	9/1/2015	6/30/2016	Culture and Climate Specialist, Admin
11	2	Utilize MVP to assist in and lead peer mediations and student-to-student conflict resolution.	2 - School Climate & Culture	9/1/2015	6/30/2016	Culture and Climate Specialist, I & RS, Admin and MVP
12	2	Utilize MVP to aid in planning student programs and workshops geared toward the student populace.	2 - School Climate & Culture	10/1/2015	5/31/2016	Culture and Climate Specialist, Admin and MVP
13	2	Partner with community groups to organize the S.A.V.E.(Students Against Violence Everywhere) program to host student programs geared towards re-shaping and improving the school culture.	2 - School Climate & Culture	10/1/2015	5/31/2016	Culture and Climate Specialist, Admin and community organizations
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Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
1	Culture/ Climate Specialist	SUPPORT SERVICES - Personnel Services - Salaries	\$ 85,000.00	Federal Title I
9	Student/Parent Programming	SUPPORT SERVICES - Other Purchased Services	\$ 1,000.00	Federal Title I
4	Recognition Ceremonies	SUPPORT SERVICES - Supplies & Materials	\$ 1,000.00	Federal Title I
13	School/Community Initiatives	SUPPORT SERVICES - Supplies & Materials	\$ 1,500.00	Federal Title I

# Willingboro SIP (Hathaway).xlsx - SMART Goal (4)

## SMART Goal 4



RETURN TO INSTRUCTIONS

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date. It is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!

<b>SMART Goal</b> <b>Specific/Strategic - Who? What?</b> <b>Measurable - %, How?</b> <b>Attainable - Reasonable?</b> <b>Relevant - Why?</b> <b>Timed - When?</b>	The 2015-2016 four-year cohort high school graduation rate will increase by at least 5% by implementing a systematic cohort management procedure and targeting disaffected students with poor attendance and failing grades	<b>Do not base goals on data that will be available after June 30, 2016.</b>	
<b>Performance Challenge Being Addressed</b>			
<b>Strategies to Address Challenge</b>	Increase the graduation rate resulting in a graduation rate of 7 1: Monitor students via njsmart and school tracking system.		<b>Turnaround Principle Addressed</b>
2: Inform stakeholders about the data, include more interventions for at risk students. 3: Increase the graduation rate resulting in a graduation rate of 79%.			6 - Enabling the Effective Use of Data
	7 - Effective Use of Time		
<b>Target population</b> <b>[Focus school subgroups only]</b>	1 - School Leadership <b>All Seniors</b>		

To sort action steps by start date: Highlight the cells in the start date column, right click and select sort, oldest to newest.  
Note: If you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	At least 60% of the 2014 four-year graduation cohort will be on-track for graduation at the end of the 2015-2016 school year.	Academic Dean and data team will track the percentage of students on and off track for graduation in the 2014-2015 cohort.	
EOC2	At least 65% of the 2014 four-year graduation cohort will be on-track for graduation at the end of the 2014-2015 school year.	Academic Dean and data team will track the percentage of students on and off track for graduation in the 2014-2015 cohort.	
EOC3	At least 70% of the 2014 four-year graduation cohort will be on-track for graduation at the end of the 2014-2015 school year.	Academic Dean and data team will track the percentage of students on and off track for graduation in the 2014-2015 cohort.	
EOC4	At least 74% of the 2014 four-year graduation cohort will be on-track for graduation at the end of the 2014-2015 school year.	Academic Dean and data team will track the percentage of students on and off track for graduation in the 2014-2015 cohort.	
EOC5	The 2015-2016 four-year cohort high school graduation rate will increase by at least 5% by implementing a systematic cohort management procedure and targeting disaffected students with poor attendance and failing grades	Academic Dean and data team will track the percentage of students on and off track for graduation in the 2014-2015 cohort.	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Teachers will create and implement Academic Intervention Plans for students who are endanger of failing a course(s)	3 - Effective Instruction	9/1/2015	6/30/2016	Teachers, Data Specialist
2	2	Rearrange ELA teachers by placing the stronger teachers with weaker students to maximize student achievement. Teacher placement will be based on current evaluations and walkthroughs.				Principal, Assistant Principals, Counselor
3	3	Create and analyze graduation and post-graduation surveys	5 - Effective Staffing	7/1/2015	9/30/2015	Data Specialist, Principal, Assistant Principals, Counselor
4	3	Intervention team will create intervention plans for potential dropout students; plans will be monitored monthly by the intervention team.	6 - Enabling the Effective Use of Data	9/1/2015	6/30/2016	Data Specialist, Principal, Assistant Principals, Counselor. I&R S team
5	1	Data will be analyzed monthly in data meetings to develop appropriate responses and monitor student outcomes	6 - Enabling the Effective Use of Data	9/1/2015	6/30/2016	Admin team, Data Specialist, Dept Chairs
6	3	Provide a School Data Team that will work with Counselors to identify students at-risk for attendance and disciplinary issues on a daily basis.	6 - Enabling the Effective Use of Data	9/1/2015	6/30/2016	Data Specialist, Principal, Assistant Principals, Counselor
			2 - School Climate & Culture	9/1/2015	6/30/2016	

# Willingboro SIP (Hathaway).xlsx - SMART Goal (4)

7	3	Implement a dropout prevention committee consisting of data specialist, Cohort management consultant and administrator, a teacher, CST, member of the data team, and a parent that will develop a dropout prevention protocol and work closely with all stakeholders to identify and track students that are at-risk of dropping out.	6 - Enabling the Effective Use of Data	9/2/2015	6/30/2016	Data Specialist, Principal, Assistant Principals, Counselor, Child Study team member, parent, data team member
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Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
1	Data Specialist	SUPPORT SERVICES - Personnel Services - Salaries	\$ 85,000.00	Federal Title I
6	Activate Genesis Turnstile Program to track attendance more effectively	SUPPORT SERVICES - Supplies & Materials	\$ 1,500.00	Federal Title I
		SUPPORT SERVICES - Purchased Professional & Technical Services		

# Budget Summary

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FY2016 - Project Period: July 1, 2015 to June 30, 2016

This page will automatically be updated based on the input on each SMART Goal intervention strategy sheet.

BUDGET CATEGORY	FUNCTION & OBJECT CODE	State/Local Budget for School	Federal Title I Funds Allocated to School	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL
<b>INSTRUCTION</b>						
Personnel Services - Salaries	100-100	\$ -	\$ 8,000.00	\$ -	\$ -	\$ 8,000.00
Purchased Professional & Technical Services	100-300	\$ -	\$ -	\$ -	\$ -	\$ -
Other Purchased Services	100-500	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies & Materials	100-600	\$ -	\$ 15,383.00	\$ -	\$ -	\$ 4,000.00
Other Objects	100-800	\$ -	\$ -	\$ -	\$ -	\$ -
<b>SUBTOTAL - INSTRUCTION</b>		<b>\$ -</b>	<b>\$ 23,383.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 4,000.00</b>
<b>SUPPORT SERVICES</b>						
Personnel Services - Salaries	200-100	\$ -	\$ 170,000.00	\$ -	\$ -	\$ 170,000.00
Personnel Services - Employee Benefits	200-200	\$ -	\$ 44,812.00	\$ -	\$ -	\$ 44,812.00
Purchased Professional & Technical Services	200-300	\$ -	\$ 61,000.00	\$ -	\$ -	\$ 61,000.00
Purchased Property Services	200-400	\$ -	\$ -	\$ -	\$ -	\$ -
Other Purchased Services	200-500	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	200-580	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies & Materials	200-600	\$ -	\$ 7,000.00	\$ -	\$ -	\$ 7,000.00
Other Objects	200-800	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect Costs	200-860	\$ -	\$ -	\$ -	\$ -	\$ -
<b>SUBTOTAL - SUPPORT SERVICES</b>		<b>\$ -</b>	<b>\$ 282,812.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 282,812.00</b>
Buildings	400-720	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Equipment	400-731	\$ -	\$ -	\$ -	\$ -	\$ -
Non-instructional Equipment	400-732	\$ -	\$ -	\$ -	\$ -	\$ -
<b>SUBTOTAL - FACILITIES</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL COST</b>		<b>\$ -</b>	<b>\$ 306,195.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 306,195.00</b>

# SIP Development Confirmation Page

RETURN TO INSTRUCTIONS

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**Before finalizing your SIP, please make sure that you have addressed the following:**

Please insert an "X" in the box for all completed actions.

- ☒ The School Improvement Plan addresses all eight turnaround principles.
- ☒ The results of the Quality School Review, completed in collaboration with the Regional Achievement Center staff, are included on the "QSR Summary" tab.
- ☒ The School Improvement Plan includes no more than four (4) SMART goals, with a SMART goal developed in each of the following areas
- ☒ Literacy
  - ☒ Math
  - ☒ Climate and Culture
  - ☒ Graduation Cohort and Attendance
- ☒ All of the SMART goals and the interim goals are outcomes-based.
- ☒ The Budget Summary includes all planned expenditures, as identified within the 'Resources' section of the SMART goal pages.
- ☒ [For Focus schools] The School Improvement Plan includes interventions that target performance of the two lowest-performing subgroups.

Completed By [Kimberly Ash, Patrice Clark, Nicole Hall, Harold Hill, Theresa Munford] Date Completed 6/29/2015

Turnaround Principles	Number of TPs Addressed in the Strategies	Number of TPs Addressed in the Action Steps
1 - School Leadership	2	5

## Willingboro SIP (Hathaway).xlsx - Confirmation

2 - School Climate & Culture	2	9
3 - Effective Instruction	2	11
4 - Curriculum, Assessment & Intervention System	2	6
5 - Effective Staffing	0	1
6 - Enabling the Effective Use of Data	2	9
7 - Effective Use of Time	2	1
8 - Family Engagement	0	2

